BEFORE WE BEGIN PLEASE...
COMPLETE THE PARTICIPATION FORM

Please make sure you have completed the google form for registration.

Each participant needs to complete the form, before lunch.

MOVEMENT

Each team be ready to lead the group in a 30 sec. – 1 minute movement activity

MODULE 1: REVIEW and OVERVIEW

Session 4 - Tier I - Team Training

Presented by the MBI Consultants

EXPECTATIONS @ TRAINING SITE

BE RESPONSIBLE

- Make yourself comfortable & take care of your needs.
- Address question/activity in group time before discussing "other" topics.

BE RESPECTFUL

- Turn cell phones, beepers, and pagers "off" or to "vibrate."
- Pass notes to avoid whisper distractions.

BE PREPARED

- Ask questions when something is unclear.
- Use your work time productively!

MODULE 1 OBJECTIVE:

WHERE HAVE WE BEEN?

1. REVIEW CLASSROOM PRACTICES AS PART OF UNIVERSAL SYSTEMS

WHERE ARE WE GOING?

2. SUMMARIZE NEXT STEPS

EFFECTIVE CLASSROOM PRACTICES

1. Classroom Expectations
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior
5. <u>Active Supervision</u>
6. <u>Opportunities to Respond</u>
7. <u>Activity Sequencing & Choice</u>
8. <u>Task Difficulty</u>

REVIEW OF KEY CONCEPTS: WHERE HAVE WE BEEN?

Integrate classroom management and instructional practices

- **Focus on preventing rather than responding**

- **Develop an effective and efficient classroom environment**

- **Provide crucial support for the universal system (Tier 1) both in and out of the classroom**

WHERE HAVE WE BEEN?

Universal system of school-wide expectations are defined within each classroom through the classroom rules

CLASSROOM EXPECTATIONS (WHY)

1. We cannot teach rules for every possible situation that might arise in school

2. Rules create too much "wiggle room" for loopholes

3. Too many rules create a negative, punitive school culture

CLASSROOM EXPECTATIONS (WHY)

4. Too many rules focus on obedience rather than responsibility

5. Rule is a four-letter word

WHERE HAVE WE BEEN?

Teacher teaches, models and reinforces classroom rules, procedures and routines consistently

WHAT ARE PROCEDURES AND ROUTINES?

1. Procedures are what you want the students to do.

2. Classroom procedures are accepted process patterns for accomplishing classroom tasks or specific activities. (sharpening pencils, going to the restroom)

3. Procedures form routines that help students meet expectations stated in the rules, do these automatically, manage transitions, efficiently, and self-monitor their behavior.

WHAT ARE PROCEDURES AND ROUTINES?

Procedures should be succinct, positively stated and in age-appropriate terms

Keep "Who, what, when, where, why, and how" in mind

Clear procedures, taught and consistently enforced, are the most critical tool to create a functional and productive learning environment

Putting Montana Students First A+

WHERE HAVE WE BEEN?

Classroom continuum of recognition consistently acknowledges students for positive behavior with clear and specific praise.

ENCOURAGING EXPECTED BEHAVIORS (WHY)

1. Increases the likelihood that desired behaviors will be repeated

2. Focuses staff and student attention on desired behaviors

3. Fosters a positive school climate

4. Reduces the amount of time needed to deal with challenging behaviors and time-consuming disciplinary measures

WHERE HAVE WE BEEN?

Classroom continuum of response strategies for error correction include prompt, redirect, re-teach, provide choice and conference.

DISCOURAGING INAPPROPRIATE BEHAVIOR (HOW)

1. **Proximity**
2. **Signal Non-verbal Cue Pre-correction**
3. **Ignore/Attend/Praise Increase**
4. **Restitution**
5. **Redirect**
6. **Utilize Pre-Correction**
7. **Re-Teach**
8. **Provide choice**
9. **Conference with the student/parent**

WHERE ARE WE GOING?

Identify gaps; add to Action Plan

Enhance Active Supervision

Increase Student Engagement & Opportunities to Respond

Promote Learning With Activity Sequence & Offering Choice

Modify For Academic Success & Task Difficulty

Check fidelity of implementation through walk-through and brief observation

TEAM TIME

Discuss with your team the progress your building is making at implementing the following in your classrooms. Add your action plan items that may need support.

1. Classroom Expectations

2. Classroom Procedures & Routines

3. Encouraging Expected Behavior

4. Discouraging Inappropriate Behavior

MOVEMENT